

Update on Revised Accountability Index and Overview of Phase II Work

August AAW Meeting

Linda Drake, Senior Policy Analyst
August 2013

Review of Work on Revised Accountability Index

- Timeline of decisions
- SBE meetings
- Proposed revised index

Overview of Phase II Work

- October AAW Meeting
- December AAW Meeting

Statewide Accountability: ESSB 5491

- Overview of the bill
- Indicators
- Morning's work

Highlights of AAW Recommendations and SBE Decisions

Date	Topic/Decision
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June- July	<ul style="list-style-type: none"> • AAW Summative Report and Public feedback on Index • Tiers and tier labels, federal designation • English Learners

Submitting the Accountability Index to the US Department of Education

- Original submission date of late June was postponed due to pending legislation at the time
- E2SSB 5329 passed, requiring the state to move forward using the Index to identify schools in need of improvement
- Ongoing conversation with US Department of Education

SBE June 19 Special Meeting

Concerns about:

- How Focus schools are handled in tiers
- Negativity of “struggling”
- SGP methodology
- Timeline and perceived lack of technical vetting
- Index tier labels may be used to establish “A-F” grades for public schools, either by the state legislature or external parties

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Confirmed use of 3 years of data in the Index, when it becomes available.

An acknowledgement that the Accountability Framework is in a time of transition and adjustment may be needed

Revised Achievement Index Model Summary

EXAMPLE DATA

		Reading	Math	Writing	Science	Average
Proficiency (10 points possible)	All Students	8	7	7	7	7.3
	Targeted Subgroups	5	4	5	4	4.5

		Reading	Math	Average	Doubled for 10-point scale
Student Growth Percentiles (5 points possible)	All Students	3	3	3.0	6.0
	Targeted Subgroups	2	3	2.5	5.0

		Grad Rate	Dual Credit/ Industry Certification	11 th Grade Assessments	Average
College Career Readiness (10 points possible)	All Students	6	To be phased-in		6.0
	Targeted Subgroups	3			3.0

K-8:
40% Proficiency
+ 60% Student Growth Percentiles

High School:
33% Proficiency
33% Student Growth Percentiles
+ 33% College Career Readiness

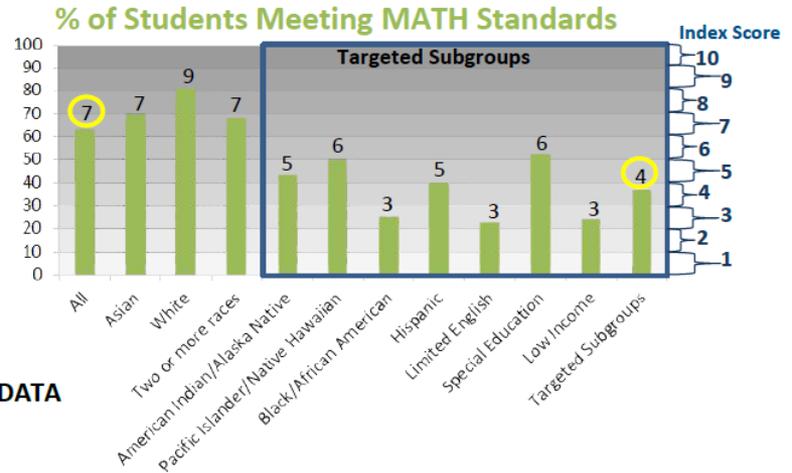
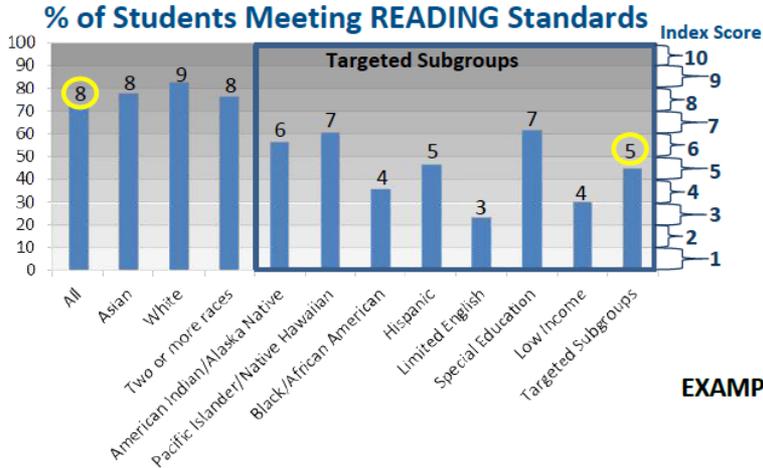
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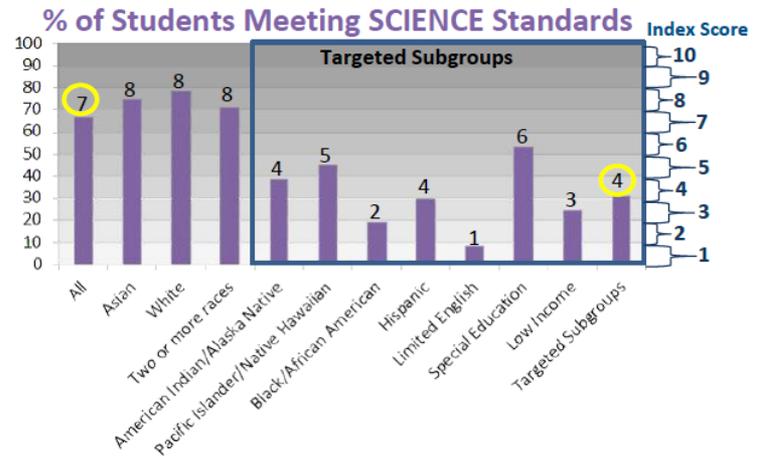
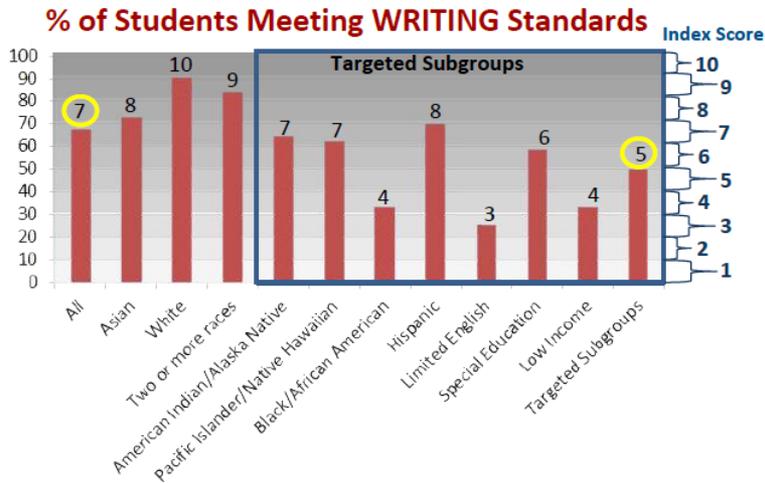
Overall Index Rating (10 points possible)

Proficiency Ratings

		Reading	Math	Writing	Science	Average
Proficiency (10 points possible)	All Students	8	7	7	7	7.3
	Targeted Subgroups	5	4	5	4	4.5

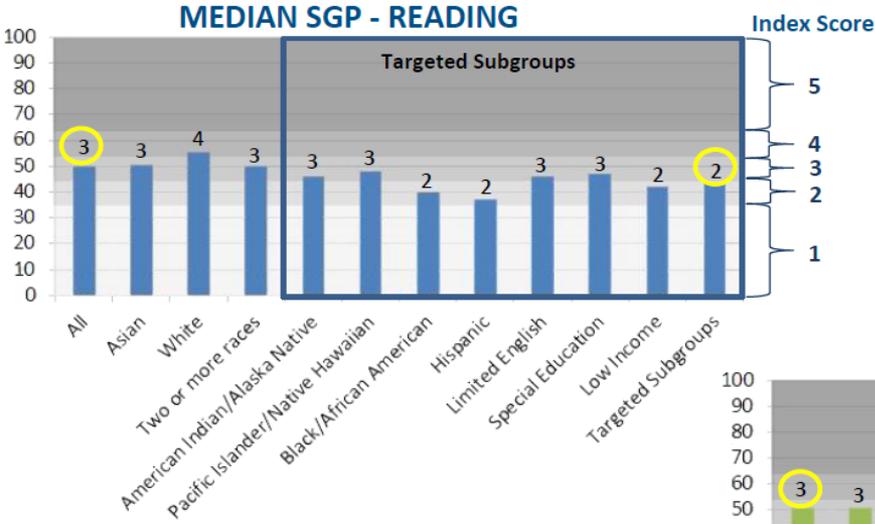


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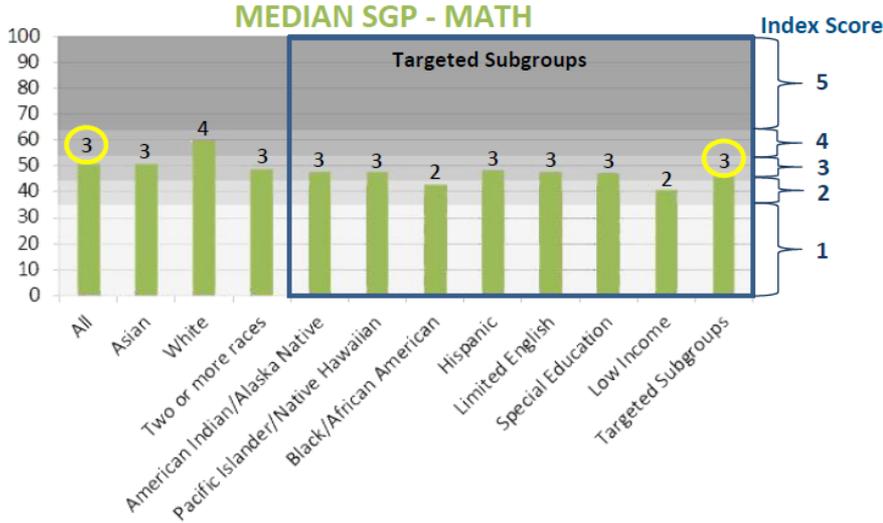
Student Growth Percentiles

		Reading	Math	Average	Doubled for 10-point scale
Growth (5 points possible)	All Students	3	3	3.0	6.0
	Targeted Subgroups	2	3	2.5	5.0



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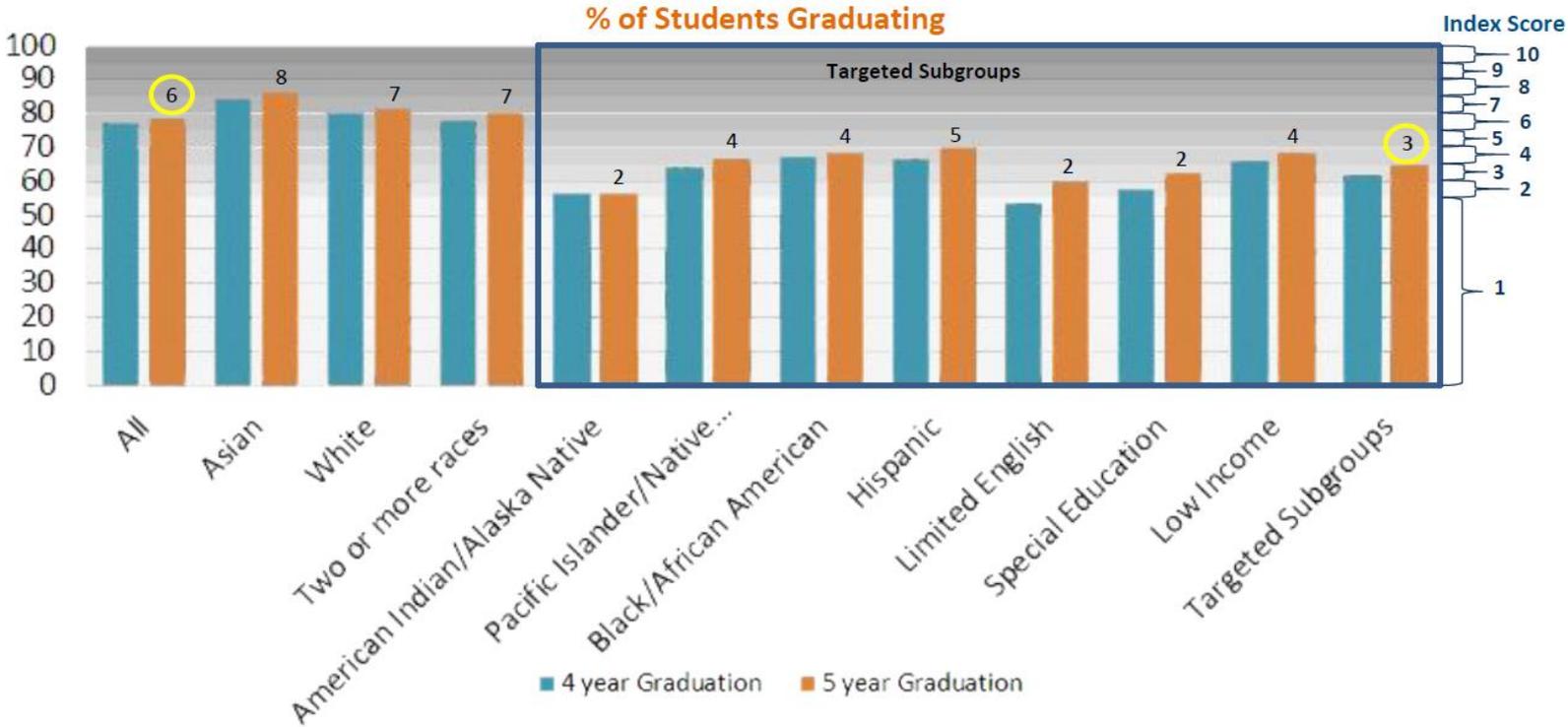


College & Career Readiness

EXAMPLE DATA

Graduation Rate is the higher number of the 4-year and 5-year graduation percentages.

		Grad Rate	Dual Credit/ Industry Certification	11 th Grade Assessments	Average
College Career Readiness (10 points possible)	All Students	6	To be phased-in		6.0
	Targeted Subgroups	3			3.0



Revised Index Tier Labels

Tier Labels ¹	Definitions
Exemplary	Top 5% of schools that meet proficiency standard ²
Very Good	Approximately the next 15% of schools
Good	Approximately the next 30% of schools
Fair	Approximately the next 30% of schools
Underperforming	The next 10% of schools ³ + Schools with large achievement gaps (approximately 5%)
Priority – Lowest 5%	Bottom 5% of schools

Participation: To address participation rates and unexcused absences, a school will drop down a tier label if the school doesn't meet the assessment participation or unexcused absence targets. Schools must meet both participation rates and unexcused absence targets in order to exit Priority, Focus or Emerging status.

¹ Size of tiers is roughly to scale.

² Schools must have a proficiency Index score of 7 or higher. Exemplary designation will be used for Reward status.

³ Focus Schools ceiling.

Two Key Pieces of Legislation on Accountability Signed into Law in 2013

E2SSB 5329

- Use Achievement Index for System; eliminate title-eligibility as criteria.
- Establish Phase II of required action process

ESSB 5491

- Establish statewide indicators of education system health.
- Establish performance goals for the K12 system.

Final Achievement and Accountability Workgroup Meetings

October 9

- Content dense
- OSPI and SBE Accountability System Rules

December 11

- Final Report from the AAW on the Accountability System

Overview of ESSB 5491

Six indicators giving a snapshots of the overall health of the educational system

Percent of students demonstrating characteristics of entering kindergartners in all six areas identified by the Washington Kindergarten Inventory of Developing Skills

Percent of students meeting standard in fourth grade reading

Percent enrolled in postsecondary education and training or employed, in the second and fourth quarter after high school graduation

4-year cohort graduation rate

Percent meeting standard in eighth grade math

Percent of students enrolled in precollege or remedial courses in college

ESSB 5491 calls for the SBE to work on setting goals with:

- Office of the Superintendent of Public Instruction
- Workforce Training and Education Coordinating Board
- Educational Opportunity Gap Oversight and Accountability Committee
- Student Achievement Council

Establish a process for identifying realistic but challenging statewide performance goals and measurements for

- Statewide indicators
- Subgroups of students

Goals are to be set:

- Biennially
- May only be adjusted upward

Constraints:

Time

- Report on status and baselines due to Legislature December 1, 2013

Data Limitations

Bill language

- Very specific for some indicators
- Not very specific for others

Small Group Discussions

What should ESSB 5491 indicator goals be based on – how would you approach establishing a goal?